THE SUNDEVLIL WAY

Your guide to success in the classroom, extracurricular activities, and in the community.
Welcome to the Sundevil Way Success Guide. This guide was created by the staff at Mt. Carmel to share with students, parents and the community. It is your guide for how to excel during your Mt. Carmel experience. This is intended to help you understand the process of success and to clarify that success can be had by everyone.

This is a living document and will be updated and expanded throughout the year. Our teachers and counselors will use this as a resource to help your learning. It is available on-line at www.powayusd.com/mchs.

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   - 4-Year Planning: Core Courses
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The Sundevil Way
A Tradition of Excellence

Official Mascot and Logo:

Official School Colors: Scarlett and Gold (often referred to as Red and Gold around school)

Official School Sayings:
“A Tradition of Excellence”,
“Once a Sundevil, Always a Sundevil”,
“It’s GREAT to be a Sundevil!”
“The Sundevil Way”
“On time is the Sundevil Way!”

Traditions:
Never step on the painted ‘MC’ on the ground.
Always wear school colors on Friday!
Sit with the Red Sea at sporting events!
Support fellow Sundevils and show kindness to all!

A significant part of the high school experience is school pride! Mt. Carmel has over 40 years of pride and a Tradition of Excellence. On this page you will find some important things to know about being a Sundevil forever!

At Pep Rallies and at Games we sing the School Fight Song….

Fight On for Mount Carmel
Sundevil gold and scarlet, win. Hua!
Our alma mater proud
Looks up to you
With spirits high for Mount Carmel
Fight on for victory
Fight on. Fight on. Hua!

MyPlan is the place to go to check grades and assignments often! Myplan.powayusd.com

—Mr. Magno, Principal
Signs of Stress Overload...

<table>
<thead>
<tr>
<th>Cognitive Signs</th>
<th>Concentration and memory issues</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Generally negative attitudes or thoughts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emotional Signs</th>
<th>Feeling overwhelmed or moody</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Irritability</td>
</tr>
<tr>
<td></td>
<td>Inability to relax</td>
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<table>
<thead>
<tr>
<th>Behavioral Signs</th>
<th>Changes in appetite</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Sleeping too much or too little</td>
</tr>
<tr>
<td></td>
<td>Procrastinating or neglecting responsibilities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Signs</th>
<th>Muscle tension</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weakened immune system</td>
</tr>
<tr>
<td></td>
<td>Frequent headaches or stomachaches</td>
</tr>
</tbody>
</table>

If stress is negatively impacting your relationships, your health, your school work, your life... You can do something to reduce your stress, manage your stress, and get back to a healthy lifestyle!

A long term plan can include... Talking with your parents, Seeing your Counselor, Visiting Student Services, Joining our Stress Management Support group, or seeking assistance from a trusted adult.

Long-term stress management strategies

<table>
<thead>
<tr>
<th>Sleep at least 8 hours per night</th>
<th>Eat Healthy</th>
<th>Exercise Regularly</th>
<th>Take a break from technology</th>
<th>Get outside often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make time for fun</td>
<td>Manage your time</td>
<td>Strive for at least one hour of quiet each day</td>
<td>Say NO to requests that might add more stress to your life.</td>
<td>Adopt a Growth Mindset</td>
</tr>
</tbody>
</table>

Immediate stress management strategies

<table>
<thead>
<tr>
<th>Deep Breathing</th>
<th>4-4-4 technique—Take in a deep slow breath in through your nose for four seconds. Hold for four seconds. Breathe out slowly for four seconds.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progressive Relaxation</td>
<td>Get comfortable, either sitting or lying down. Tense up the muscles of your feet, then relax them and feel the tension flow away. Breathe slowly and deeply. Repeat and progressively relax one muscle group at a time.</td>
</tr>
<tr>
<td>Visualization</td>
<td>Get into a comfortable position and close your eyes. Imagine a peaceful place and picture it as vividly as you can. Incorporate as many sensory details as possible.</td>
</tr>
</tbody>
</table>
**Mt. Carmel Core Courses**

- **Math** Sundevis take math all 4 years, to include Integrated Math 3
- **Science** Sundevis take at least 3 courses (6 trimesters), including a lab science.
- **World Language** Sundevis take at least 2 courses in same language (4 trimesters)
- **English** Sundevis take English all 4 years.
- **History** Sundevis take at least 3 courses, beginning in grade 10.
- **Visual and Performing Arts** Sundevis take at least 1 course (2 trimesters) in the same discipline.
- **College Elective** Sundevis take at least one extra course from any area above.
- **Advanced Placement** Sundevis take at least one course and assessment.
- **Career and Technical** Sundevis explore career options, which include courses, skills, and information.

**Mt. Carmel Core Experiences**

- **Community Service** Sundevis are positive contributors to the community.
- **Extra-Curricular Activities** Sundevis are involved with positive activities outside of the classroom.
- **Wellness** Sundevis pursue and practice a balanced lifestyle that promotes health, a growth mindset, and a positive attitude.

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**Grade 8**

- **Take Rigorous Courses** and complete them with good grades.
- **Read The Sundevil Way Success Guide (SWSG)** found on our webpage.
- **Create a 4-year plan** for high school, begin with Mt. Carmel Core Courses.

**Grade 9**

- **Take the Mt. Carmel Core Courses** for college and career preparation. Must have a C or better.
- **Participate in an Extra-Curricular activity.**
- **Consult The Sundevil Way Success Guide (SWSG)** for support in your classes and charting your success.
- **Create a Naviance account** and follow SWSG Naviance Plan.
- **Re-visit 4-year plan** and consider an Advance Placement experience.

**Grade 10**

- **Take Mt. Carmel Core Courses** and apply for CSF and NHS graduation Honors. (must apply every year)
- **Take the PSAT** and access College Board resources when scores are reported.
- **Follow Naviance Plan.** Discuss your career cluster results with parents.
- **Re-visit 4-year plan** and consider your Advanced Placement options.

**Grade 11**

- **Take the Mt. Carmel Core Courses** and re-apply for CSF and NHS graduation Honors.
- **Register for the PSAT** at registration for National Merit Scholarship consideration.
- **Register for the SAT/ACT** during the Winter trimester for the Spring exam.
- **Take the SBAC** test that includes College Placement exam, the EAP.
- **Follow Naviance Plan** including college searches, financial aid, and scholarships.
- **Re-visit 4-year plan** and consider Advanced Placement options.
- **Explore Career Opportunities** through internships and/or work experience, in school or on your own.

**Grade 12**

- **Take the Mt. Carmel Core Courses.** Keep up CSF/NHS applications. Consider SBAC/EAP results for possible course choices for Winter/Spring.
- **Complete College Applications and write Essays.** Look for application and essay workshops from Sun Center.
- **Register for the SAT/ACT** At most schools the October offering is the last chance to submit scores.
- **Use Naviance** for letters of reference, Common App, scholarship searches and transcript submission.
- **Take ASVAB** for students pursuing a military option.
- **Complete FAFSA** in second part of trimester 1 for financial aid consideration.

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MT. CARMEL SUNDEVILS

https://www.powayusd.com/pusdmchs/counseling
At Mt. Carmel we believe that all students should have the opportunity to make the best possible choices for themselves and their particular goals. The previous page includes the core courses Mt. Carmel expects students to include on their transcript to qualify for the most choices after high school.

The trimester system allows for up to 300 course credits, with graduation requiring only 230 course credits. Beyond the Mt. Carmel Core Courses, students have 24 openings in their schedule to advance in a certain study or to explore electives (see potential pathways on the next page).

While not all students may go to college immediately following high school, an experience with Advanced Placement is a beneficial one.

Students that do not earn a C or above in a core course will repeat that course. This may occur in summer school.

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### MCHS Core Course Experiences

#### 4-Year Plan

At Mt. Carmel High School, we strive for all our students to maximize their choices upon graduation. To accomplish this goal, we expect all students to enroll in the MCHS Core Course Experiences.

**A-G courses + 1 Career/Technical Ed Course + 1 AP course**

<table>
<thead>
<tr>
<th>9th Grade Year</th>
<th>10th Grade Year</th>
<th>11th Grade Year</th>
<th>12th Grade Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trimester 1</td>
<td>Trimester 1</td>
<td>Trimester 1</td>
<td>Trimester 1</td>
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<tr>
<td>Trimester 2</td>
<td>Trimester 2</td>
<td>Trimester 2</td>
<td>Trimester 2</td>
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<tr>
<td>Trimester 3</td>
<td>Trimester 3</td>
<td>Trimester 3</td>
<td>Trimester 3</td>
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</tbody>
</table>

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### Use the check list below to plan your MCHS Core Course Experiences.

- **UC A-G Subject Requirements** (light shading)
- **UC A-G Recommended Subjects** (dark shading)
- Each box = 1 trimester/5 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. World History—10th grade</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. US History—11th grade</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Civics/Economics—12th grade</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. English</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>C. Math</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>D. Lab Science (Bio/Chem/Physics)</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>E. Language other than English</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>F. Visual/Performing Art</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. College Electives</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Career/Technical Ed Course</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives—85 credits total</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL CREDITS REQUIRED 230**

Any course in any subject area above the minimum requirement, counts as elective.
The trimester system at Mt. Carmel allows for many more classes than are needed for graduation. This allows students to explore interests or to dive deeply into a particular subject. On these pages you will find some combinations of classes that might appeal to you. If not, feel free to come up with one of your own! More information can be found in our full course catalog or by visiting your counselor!

### Performing Art

**Band:** Marching Band, Concert Band, Orchestra, Tall Flag and Color Guard  
**Choir:** Beginning, Concert, Bel Canto, Classical Vocal, Women’s Ensemble  
**Drama:** Drama, Beginning to Advanced  
**Dance:** Beginning, Intermediate, Advanced and Modern  
**Extra-Curricular:** Jazz Band, Improv, Spring Musical, Fall Play

### Career and Technical

Career and Technical classes include both classroom and industry level application components.

- **Fire Science**— A four course sequence (two classes in 3rd trimester) that prepares students for a career in fire science. Courses are part of Palomar College Fire Program.
- **Engineering by Project Lead the Way**— A course of study in engineering concepts, currently two courses: Introduction to Engineering Design and Civil Engineering and Architecture.
- **Photography**— beginning through advanced courses in a digital photo lab
- **Automobile Repair**— Eligibility for ASCE certifications.
- **Computer Animation**— Working with industry level software to produce animation. Basic to Advanced
- **Sports Medicine**— A two course sequence, including a sports medicine lab and possible internship opportunities.
- **Theater Technician**— Students learn and execute

### Advanced Placement

Our academic programs run many courses beyond the requirements. You can pursue your interests in Math, Computer Science, Science, World Language, Social Science and English through to Advanced Placement. The full course catalog has descriptions of our courses and our website has student made videos describing the courses.
Visual Arts
Create a customized Visual Art emphasis by choosing various courses in Design Mixed Media, Photo, Design and Painting, Art History, Art Appreciation, and Animation. We also offer several Advanced Placement opportunities. Teachers work with you to build your art portfolio to meet requirements.

Computer Programming
Mt. Carmel offers a 1-trimester introductory programming course that introduces concepts needed for our 1 year Advanced Placement programming course. Students may also take part in the Robotics club that merges the skills of programming with hands-on building and problem solving.

AVID
AVID (Advancement Via Individual Determination) is a series of courses designed to develop and implement the skills and strategies needed to perform in rigorous academic programs, both at the high school and college level. See your counselor for more details.

Student Government/Leadership
Mt. Carmel runs an Associated Student Body governing group, class officers, and club leadership opportunities. Students interested in student government and leadership may run for elected office or apply for appointed positions. Student selected for elected or appointed positions take the ASB Leadership courses. Students in club leadership roles can become part of the Interclub Council.

Publishing/Exhibition of Student Work
Our students have many ways to be involved in work that is published or exhibited for public viewing. Journalism 1-2 runs our newspaper, The Sun. Yearbook publishes our school annual, Horizon. Our art programs have various ways of exhibiting work.
The Sundevil Way
STEAM to Success

Science, Technology, Engineering, Arts/Design, and Mathematics, or STEAM are areas of great need when you are considering employment. STEAM experiences are a part of the national discussion regarding how to provide relevancy in math and science, as well as explore interests towards possible career paths. Below is a summary of STEAM experiences at Mt. Carmel.

Science
Mt. Carmel has a wide range of Science courses. See the course catalog, talk to a counselor, or visit you science teacher for all of the course opportunities, including many Advanced Placement options.

We have Career/Technical courses in Sports Medicine and Fire Science.

Technology
Mt. Carmel has programming courses for the beginner and Advanced Placement. Students without programming experience are encouraged to take the beginner course before Advanced Placement.

All of the programs on this page use various technologies, including: CNC robotic machinery, Modeling and Animation software, 3-D printers, micro-controllers, lighting and sound boards, auto diagnostics, design

Engineering
Mt. Carmel uses the national curriculum from Project Lead The Way for our engineering courses. We currently offer Introduction to Engineering Design and Civil Engineering/Architecture.

Art/Design
The STEAM experience realizes the need to develop Art/Design skill to complement a sound technical skill set. Our Art Department offers: Computer Animation, Design: Mixed Media, Drawing/ Painting, Photography and Art Appreciation. These can lead to Advanced Placement courses in two and three dimensional Studio Art.

Music can be made in Band, Orchestra, Jazz Band, and various Choir groups.

Choreography and dance can be learned in various PE dance courses and Tall Flags.

Technical Arts and Design can be pursued through Auto Repair and Technical Theater.

Math
Mathematics is the cornerstone to advanced Science and can be pursued through to Calculus BC and/or AP Statistics.

Extra-Curricular Experiences
Mt. Carmel has a number of different experiences available beyond the classroom: Robotics, Science Olympiad, Amateur Radio Club, Catalyst for Success, Internships, Oceanography Club, Chemistry Club, Computer Science Club, Math Club, Photography Club, Drama Club, Sundevil Motor Sports
The Sundevil Way supports success for our students by developing the skills and habits needed to succeed in the classroom, in extra-curricular activities and in the community.

The Sundevil Way Success Academy is our approach to the simple idea that we all need help to succeed. We provide this service to all students to help them now and in the future.

What makes up the Sundevil Way Success Academy?

1. **Tutorials**- Wednesday after 2nd period (25 minutes) and Thursday after school (20 min).

   These are designed for quick interactions with teachers. Occasionally for quiz/test make-up. Students should bring specific questions to this session. Teachers will inform students of how they structure their tutorials.

2. **Homework Club**- After school Monday – Thursday, 2:40 – 3:40

   Open Library hours. Peer tutors available for questions. Computers available. Can be used for quiet study time.

3. **Learning Support Sessions** - As announced in bulletin or in class

   These sessions have specific topics that support learning across multiple classrooms. These could include specialized sessions in lab reports, paper formatting, organization, etc. These can be attended by any student for any reason or may be assigned by teachers.

4. **Transitions to Adult Responsibility** - As announced in bulletin or in class

   These seminars/courses take place after school and evenings. This includes: Start Smart – Safe Driving Practices (required for a MCHS Parking Permit), Preparing for Financial Independence, Resume Writing and Interview Skills.

5. **Mt. Carmel Community Satellite Campus** - Tuesday - Thursday, Time TBA, @ Los Pen Elementary.

   This campus, housed in classrooms at Los Pen, will support the needs of all students with access to volunteer tutors, computers, wi-fi, printer access, and/or a quiet place to study. Counseling and Student Services will also be available at scheduled times each month. This will be in conjunction with Black Mountain Middle School and Los Penasquitos Elementary to provide a TK - 12 support site.
Naviance is an online tool used by our counseling office to help student make progress towards a plan for their choices after graduation. This is not just a Senior task. Beyond the college applications, scholarship applications, transcripts and letters of recommendation that Seniors use Naviance for, there is much more. This program helps you understand and create the choices you have after graduation. Below are the tools and how you can access them from home in your discussions about the future.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Naviance Activity</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>Begin Resume</td>
<td>Who am I?</td>
</tr>
<tr>
<td></td>
<td>Complete Game Plan</td>
<td>Students take the first step in post-secondary planning—getting to know themselves. The results give students in-depth explanations of their strengths and their potential blind spots, as well as possible career choices. Students also begin building a resume to log their school and co-curricular activities.</td>
</tr>
<tr>
<td></td>
<td>Complete Strengths Explorer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Begin Journal</td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td>Update Resume</td>
<td>What are my interests and skills?</td>
</tr>
<tr>
<td></td>
<td>Complete Strengths Explorer</td>
<td>Students begin exploring their potential careers, including the tasks and skills of that career, education requirements, and salary range. Students can retake these interest inventories at any time as their interests change.</td>
</tr>
<tr>
<td></td>
<td>Complete Cluster Finder</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete Career Interest Profiler</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preview Road Trip Nation</td>
<td></td>
</tr>
<tr>
<td>11th</td>
<td>Update Resume</td>
<td>Post-Secondary Planning</td>
</tr>
<tr>
<td></td>
<td>Complete a College Super Match</td>
<td>Students begin the college search process using GPAs, test scores, and potential majors or careers to find schools that match their needs, and create a viable list of potential colleges. Students can access “scattergrams” to compare their scores with the scores of MCHS graduates that were accepted at particular schools.</td>
</tr>
<tr>
<td></td>
<td>Begin Colleges I’m thinking About</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Check out College Compare</td>
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</tr>
<tr>
<td></td>
<td>Review a College’s Acceptance rate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preview Road Trip Nation</td>
<td></td>
</tr>
<tr>
<td>12th</td>
<td>Update Resume</td>
<td>Putting in all Together</td>
</tr>
<tr>
<td></td>
<td>Enter Colleges I’m Applying To</td>
<td>Students will use Naviance to request teacher recommendations and link their Naviance account to their Common Application account, allowing the Guidance department to send all of the student’s information electronically, saving money, paper, and time.</td>
</tr>
<tr>
<td></td>
<td>Link Common App &amp; Naviance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select Recommenders</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attend College Visits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scholarship Search</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Indicate the College You Will Attend</td>
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</tr>
</tbody>
</table>

To Create a New Account, students visit: [http://connection.naviance.com/mtcarmelca](http://connection.naviance.com/mtcarmelca)

Under “Are you new here?”, click: “I Need to Register”

For “Registration Code”, enter your student ID number

**MT. CARMEL SUNDEVILS**
Students are eligible to graduate with honors if they belong to the National Honor Society (NHS) and/or California Scholarship Federation (CSF). While not a graduation recognition, students may also qualify for some scholarships and various recognitions through the National Merit Scholarship Program.

California Scholarship Federation

CSF recognizes students for high academic accomplishment, citizenship, and community service. Students in the 10th, 11th, and 12th grades must apply for membership at the beginning of each trimester, using their grades from the previous trimester to qualify. Students achieving membership for six trimesters (at least one trimester with senior grades) graduate as Life Members. Students achieving membership for all eligible trimesters (10th grade through 12th grade) graduate as 100% Members. Senior members are eligible to apply for scholarships from the MCHS CSF Chapter.

Contact: ekelley@powayusd.com

National Honor Society

(NHS) membership is granted only to those students selected by the Faculty Council. In addition to a qualifying Grade Point Average of 4.00 (weighted) or 3.80 (unweighted) applicants must satisfy requirements for Leadership, Service and Character in and outside the classroom.

Contact: abolin@powayusd.com

National Merit Scholarship Program

Students qualify for this program through excellent performance on the Preliminary Scholastic Aptitude Test (PSAT) in the 11th Grade.

PSAT testing takes place in October (see school calendar) and is given during the school day.

Poway Unified provides the test at no charge to all 10th grade students. 9th and 11th grade students can register and pay for the test at the school finance office. Look for information during registration each year.

Taking the test gives students access to a vast array of tools from College Board that students and families find useful.
Mt. Carmel has adopted a school-wide approach in classrooms that is based on the concept of Active Learning. We believe that our classrooms should engage students in the content in a variety of ways. Active Learning also doesn’t always refer to projects and ‘hands-on learning’, although that can be a part of it. It does mean that you should write and read about all content. It does mean you should organize content in a style that promotes understanding, in preparation for lessons that require critical thinking. And most certainly it requires interacting with teachers and peers with regards to content. Learning is not a solitary venture, but rather is supported and enhanced by a well informed discourse. Our teachers are striving to deliver this type of experience to you.

The learning methods included within are ones used across our classrooms and are presented here to give you access to the type of learning described above. Using similar strategies across most classrooms will help you understand and better meet expectations. It also gives you insight into how learning takes place so that you can master the tools to continue learning in high school and beyond. All of the skills included here are integral to succeeding in a career, in college or in an Advanced Placement course.
THE SUNDEVL Way
Organization

Organization is the foundation for learning. Organizing and reorganizing helps us learn new things about what we have (i.e. turn your outline into a paper, use your notes to create a diagram, etc). Think about cleaning your room and all the things you learn by reorganizing what you already have. This is true for learning, whether it is putting things in a new format or creating something new from what you already know. It starts with basic organization of the content, remembering due dates and being prepared to participate in class. Some teachers or courses will have a system they want you to use. Below is a good way to start.

Materials

- 2 ½ or 3 inch 3-ring view binder
- Zipper pouch to store supplies
- Color dividers (one for each class)
- 2 black ink pens
- 2 #2 pencils
- 2 different colored highlighters
- 1 pack of filler paper (college ruled)
- A school provided planner
- 1 USB flash drive
- 1 scientific calculator (with sin, cos, tan, and probability functions)

Binder Organization

1. Inside Front Cover: Your high school schedule should be taped or glued to the top of the inside cover of your binder. Label the front pocket “Needs Immediate Attention” and the back pocket “File at Home” with a permanent marker.

2. Zipper Pouch: Your zipper pouch should be the first thing one sees when opening your binder.

3. School Planner: Your school planner should be placed right behind the zipper pouch. The planner is for you to write down assignments, due dates, test dates, etc.

4. College Ruled Filler Paper: About ½ of a pack of college ruled paper should be placed behind the school planner.

5. Tabbed Divider Pages: Write the names of your classes (in the order they are listed on your class schedule) on each divider page. (For example: English, Geometry, Biology, etc.)

6. Syllabus: Place the course syllabus for each class behind that course’s divider page.

7. Notes (Cornell, SQ5R, two/three column, etc): Notes are placed right behind the course syllabus.

8. Handouts & Worksheets

Place any class handouts & worksheets that you feel would be good study materials for future quizzes or tests behind your Cornell notes and/or learning logs. Once you have taken a test on the material in this section, place any notes, worksheets, handouts, graded quizzes/tests into a file at home that is labeled with the course name. For example, “Biology” or “Spanish”. Hold onto these papers until the end of the school year. You may still need these papers to study for a final exam or to prove that you turned in an assignment that may not have been entered in the grade book.
Vocabulary development is a fundamental part of learning. Understanding and properly using core academic language and content specific words is at the heart of communicating and learning.

Vocabulary is essential in meeting the learning challenges in Mt. Carmel classrooms, college classrooms, and in all fields of possible career choices. You must have a command of vocabulary to communicate in written or verbal form, to comprehend reading, to listen, and to ask important questions vital to your learning.

**Mt. Carmel Core Academic Vocabulary**

These academic vocabulary words are words that you will see repeated across multiple classes to describe what the teacher wants you to do. These will also appear on tests such as, Advanced Placement, SAT/ACT, PSAT and SBAC.

Mt. Carmel has chosen these words to emphasize in our courses: Analyze, Classify, Compare, Contrast, Describe, Evaluate, Explain, Support

<table>
<thead>
<tr>
<th><strong>TIP Sheet for Questioning Words</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term</strong></td>
</tr>
<tr>
<td>Circumference</td>
</tr>
<tr>
<td>Diameter</td>
</tr>
</tbody>
</table>

**Key Learning Strategies for Content Vocabulary**

**Create your own TIP sheet** - A simple list that tracks important vocabulary. It includes the word/term, the definition in your own words, and a picture that describes the word.

**Reading words in context** — Marking the Text and SQ5R methods of reading text both have methods of identifying and defining key vocabulary terms.

**Using words in context** — When key words are identified through the reading or by the teacher, using those words in your speaking and writing is essential. See the speaking rubric for more details.

**Building connections between words to understand concepts** — Create a visual of how vocabulary terms are connected to better understand the entire concept.
Whether you are speaking in class, in a job interview, to a large audience, or a small group, it is important to be heard, hold attention, appear confident, and to be understood. While different classes or situations will require different content for speaking, some of the presentation skills are universal. Speaking clearly, concisely, and with confidence is a key component to learning and has implications past high school in the pursuit and development of a career. Below are some universal components to speaking that are taught and supported in all Mt. Carmel courses.

**Language**
To communicate or to convey your thoughts, word choice is important. Using the appropriate vocabulary and grammar is a key component of great speaking. This includes vocabulary specific to the content or subject.

**Eye Contact**
Scanning the room while speaking and making eye contact with various members of the audience, helps to hold the attention. Eye contact helps the audience engage in what you are speaking about.

**Volume**
Volume that is appropriate for the space and the number of people is important. Without proper volume it is difficult to convey your message or to hold the attention of your audience.

**Body Language**
Proper posture, gestures or movement helps show confidence and hold attention. Poor posture, too many gestures or nervous movements create a distraction for the listener.

**Pacing**
The rate of speech, or pacing, is important for many reasons. Too slow or too fast makes it difficult for the audience to maintain their attention. Proper pace shows speaker confidence and holds attention.
Marking the text is a research based strategy to help student dissect and understand complex text. It is a strategy used across all of our classrooms and is a tool that student can use as they continue to learn their entire lives.

**How To Mark the Text:**

1) Number the Paragraphs
   Number the paragraphs for easy reference in discussion.

2) Circle Key Terms, Names of People, Names of Places, and Dates in order to identify a key term, consider if the word or phrase is:
   - repeated
   - defined by the author.
   - used to explain or represent an idea.
   - used in an original (unique) way.

3) Underline an Author’s Claims
   A claim is an arguable statement or assertion made by the author. Data, facts, or other ideas should support an author’s assertion. Consider the following:
   - A claim may appear anywhere in the text.
   - A claim may not appear explicitly in the argument, so the reader must infer it from the evidence.
   - Often, an author will make several claims throughout the argument.
   - An author may signal his/her claim, letting you know that this is his/her position.

4) Highlight Supporting Evidence or Relevant Information to author’s claims. This might include:
   - A process
   - Data/statistics
   - Definitions
   - Descriptions
   - Evidence
   - Explanations

5) Write in the margins. Write why you marked it that segment in the text. You can:
   - Write a response that reflects why you agree/disagree with a statement.
   - Write questions.
   - Analyze what the author is doing (think about author’s purpose) and how it is effective.
   - Write definitions to unfamiliar words.
   - Draw illustrations, symbols, or visuals that help summarize or analyze the text’s meaning.
The Gettysburg Address

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate – we can not consecrate – we can not hallow this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is we the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.

Abraham Lincoln
November 19, 1863
**Cornell Note Taking**

Cornell Note taking style is a research based note taking style that helps comprehension and understanding through organization, inquiry and writing. This style is supported in most classrooms and required in some. This style requires the organization of information around questions created by students. The development of questions help students think about what their notes are trying to address, as well as provide context to the information when read later. The summary at the end promotes comprehension, retention, and supports our writing goals of providing claims and evidence. Below is a template and an example is provided on the following page.

<table>
<thead>
<tr>
<th>Topic/Objective:</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class/Period</td>
</tr>
<tr>
<td></td>
<td>Date</td>
</tr>
</tbody>
</table>

Create an essential question based on the objective addressed in the notes and summary.

<table>
<thead>
<tr>
<th>Left 1/3 of the paper is for questions</th>
<th>2/3 of the paper on the right is for notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What do I write?</strong></td>
<td><strong>What should my summary include?</strong></td>
</tr>
<tr>
<td>Take notes while listening to a lecture, reading a textbook, solving a math problem, etc.</td>
<td>Identify the main ideas to be used in the summary by reviewing your notes, questions written on the left side, and prior knowledge.</td>
</tr>
<tr>
<td>Listen and take notes in your own words – paraphrase what you hear.</td>
<td>Address the essential question in the summary.</td>
</tr>
<tr>
<td>Leave spaces for revisions by skipping lines between ideas.</td>
<td>Use the notes on the right side for support as you write the summary.</td>
</tr>
<tr>
<td>Abbreviate words and use symbols.</td>
<td>Combine main ideas by synthesizing; internalize learning from the questions/notes.</td>
</tr>
<tr>
<td>Write in phrases, not complete sentences.</td>
<td>Answer the higher level questions on the left side summary to tie together the main ideas.</td>
</tr>
</tbody>
</table>

**Collaborate:**

- Compare, enhance, and revise notes.
- Fill in any gaps and clarify points of confusion.
- Brainstorm a list of key terminology from the lesson to be included in the summary.

**How do I use these to review?**

- Distinguish main ideas from details.
- Categorize information by highlighting or color coding.
- Cross out/erase unimportant information.
- Add your own thinking – fill in details to clarify, complete, or create greater understanding.
- Identify unclear information by using a “?”
- Add references from other materials as they come to mind or make connections to other concept/content.

**Now what?**

- Review notes taken, questions developed, and the summary, individually or with study group.
- Apply new learning to increase performance in the class by using notes to study for a test, write an essay, prepare for a presentation, etc.

2” at the bottom of the page for summary
Example of Cornell Notes

Ch. 6: The Standard Deviation + Normal Model

1. z-score = find the distance or difference in standard deviations
2. z-score formula: take raw score, subtract the mean and divide the difference by the standard deviation
   \[ z = \frac{X - \mu}{\sigma} \]
3. resulting values = standardized values \( \Rightarrow z \Rightarrow z\)-scores!
4. no units b/c z-scores measure distance in standard deviations
5. negative z-scores indicate z-scores below the mean
6. you can combine z-scores too
   - 1st step: subtract the mean
   - 2nd step: divide by standard deviation (either \( \sigma \) or \( s \))

- when adding/subtracting a constant to each value, all measures of position (center, percentiles, IQR) will increase/decrease by same constant
- however, the measures of spread will stay the same—so center, shape, range, IQR, std. dev. will remain
- rescale the data - multiply/divide each value by a constant changes the measurement units
- when we multiply/divide all the data values by any constant, all measures of position (such as mean, median, and percentiles) and measures of spread (range, IQR, and standard deviation) are multiplied/divided by that same constant
- \[ \text{mean} = \text{zero}(0) \]
- shift does not change std. dev.
- BUT DIVIDING changes standard deviation!

I learned that adding or subtracting a constant does not change the shape, center, or spread of a variable, but multiplying or dividing does. Normal Models should only be used when the distribution is unimodal and symmetric. I can also use the 68-95-99.7 Rule to estimate the percentage of observations falling between 1, 2, or 3 standard deviations.
SQ5R refers to: Survey, Question, Read, Write, Recite, Reflect and Review. This process serves as a purposeful way of interacting with informational text, such as a textbook. As we know, reading a textbook requires a different mindset than reading literature. SQ5R provides a guided purpose to reading textbooks and helps students effectively and efficiently gain the most from this type of reading. This type of reading is used across our science and social science departments. Teachers will provide guidance when this process should be used. This process often supports activities in the class that require a baseline of knowledge in order to engage in high-order thinking and learning.

**Survey**
Look over your *entire* textbook prior to the first day of class.
Skim the chapter you are about to read.
Note the section headings.
Read questions at end of the chapter before you read the chapter.
Read section or chapter summaries.

**Question**
Before reading each section, ask a question that will help you think about what you read.
Use who, what, when, where, why or how.
Use review questions at the end of the chapter as a guide.
Asking questions before you read will help lead you to main ideas or key information.

**Read**
Read your assignment one section at a time.
Read to answer your questions.
Pay attention to facts, ideas, relationships.
Pay close attention to bold text, graphs, tables, and illustrations.
Note whether or not you understand what you are reading.

**Write**
Take notes on what you read.
Write notes in your own words rather than copying directly from the text.
Write a brief summary for each section of text.
If you use a highlighter, be selective about what you mark.
Combine notes from your text with lecture notes.

**Recite**
After you have finished reading the section, look up from the text and ask yourself “What did I just read?”
Recite what you recall about the section to yourself.
If you cannot remember, you should go back and re-read.
Verbally answer the questions you came up with before reading.

**Reflect**
Make personal connections with the material.
Does the material have connections with what you are learning in other classes?
Write any important reflections or connections in your notes.
Do you have any reservations, concerns, or opinions about the material? Ask for clarification in class.

**Review**
Immediate review facilitates retention.
After you have read the whole assignment, go back and review the chapter.
Ask yourself some test questions about the assignment.
Plan to begin studying for finals on the first day of class.
Take 15-30 minutes per class each week to look over all material that will be covered on exams.
Plan a special Weekly Review session once a week per class to review and test yourself on the material.

MT. CARMEL SUNDEVILS
Example of SQ5R Notes

Section 5
What is the relationship water molecules enter the bubble between the boiling and produce enough internal pressure point of water to push back the water surrounding the and its vapor bubble.

- Water bubbles because high-energy bubbles can only happen when the average kinetic energy of the water molecules is great enough to produce a pressure inside the bubble that can oppose the atmospheric pressure pushing down on the surface of the water.

- Water boils at 100°C and 1 atm of pressure.

Section 6
- Crystalline solids: A substance with a regular arrangement of various types of crystalline solids?

Clases of crystalline solids
- Ionic solids: Components are ionic
- Molecular solids: Components are molecules
- Atomic solids: Components are atoms

- Ionic solids: A solid represented by a positive and negative ion.
  - Ex. NaCl
- Molecular solids: A solid held together by London dispersion forces.
  - Ex. Sucrose C_{12}H_{22}O_{11}
- Atomic solids: When the atoms of only one element are covalently bonded to each other.
- Even though substances may be from the same group of crystalline solids, they can still be very different.
MLA Format
A Guide for Formatting your Paper

The requirements:

Paper: Type your paper on a computer and print it out on standard, white 8.5 x 11-inch paper.

Font: Times New Roman, size 12.

Margins: Set the margins of your document to 1 inch on all sides.

Double-space: the text of your paper. The whole thing is double spaced, including your formal heading.

Formal heading: In the upper left-hand corner of the first page, list your name, your instructor's name, the course, the period, and the date. Again, this is double spaced.

Page Number: Create a page number in the upper right-hand corner that includes your last name, followed by a space with a page number; number all pages consecutively with numerals (1, 2, 3, 4, etc.), one-half inch from the top and flush with the right margin. (Note: Your instructor or other readers may ask that you omit last name/page number header on your first page. Always follow instructor guidelines.

Creative title: The title of your essay should be centered and in the same size and font as the rest of the essay. **DO NOT** underline, italicize, or place your title in quotation marks; write the title in Title Case (standard capitalization), not in all caps.


Parenthetical Citations: Make sure that you have the author’s last name and page number correctly cited from the text. Note that the period goes after the last parenthesis because I’m *finishing* the sentence and I’m going to start a new sentence after it. If I put the period before the 1st parenthesis, then I have a random piece of information floating around in my essay.

Correct Example: “Tears flowed down his face” (Lee 89).

MT. CARMEL SUNDEVILS
SUNDEVIL WAY
EXTRA-CURRICULAR ACTIVITIES

High school is FUN when you participate! You learn more, make more friends, make more memories, and become a Sundevil forever when you participate!

Students that participate in extra-curricular activities are shown to be more successful in the classroom and beyond. Participation is the backbone of school spirit and pride. It is an integral part of the Student Experience. We have over 800 participants in athletics, over 400 in performing arts, countless club participants, Newspaper, Yearbook, photography, student broadcast, athletic trainers and hundreds of Sundevils improving our community! Don’t miss out on the fun, memories and the character building activities at Mt. Carmel!
# Sundevil Way

## Athletics

Below are the sports teams offered at the high school level arranged by season, as well as some important contact information for our Athletic Administrative Office. Below is also the link to the ‘Ticket to Play’ which is the packet of forms required prior to the first day of participation, including tryouts.

| Fall Sports  
(Tryouts and practices begin July/August) | Cheer (tryouts in Spring of prior year)  
Cross Country  
Field Hockey  
Football  
Golf (Girls)  
Tennis (Girls)  
Volleyball (Girls)  
Water Polo (Boys) |
|---|---|
| Winter Sports  
(Tryouts and practices begin October/November) | Basketball (Boys)  
Basketball (Girls)  
Soccer (Boys)  
Soccer (Girls)  
Water Polo (Girls)  
Wrestling |
| Spring Sports  
(Tryouts and practices begin February) | Baseball  
Golf (boys)  
Gymnastics  
Lacrosse  
Softball  
Swim & Dive  
Tennis (Boys)  
Track & Field  
Volleyball (Boys) |

**MAIN CONTACTS:**

- Athletic Director, Randy Wright (858) 484-1180 ext. 3109
- AD's Assistant, Linda Uribe (858) 484-1180 ext. 3110
- Athletic Trainer, Diane Lawrance (858) 484-1180 ext. 3154

You will need your Ticket to Play to participate in athletics.

[https://www.powayusd.com/pusdmchs/athletics/](https://www.powayusd.com/pusdmchs/athletics/)
Is your student athlete interested in playing at the college level?

Here are some essential things to remember…

**GRADES MATTER** – regardless of how talented your student is, he/she must meet minimum academic standards to qualify for NCAA.

**CLASSES YOU TAKE MATTER** -Students must take a specific number of NCAA-approved courses.

**TEST SCORES MATTER** – Students must earn a high enough score on the SAT/ACT.

**CITIZENSHIP MATTERS**- Is your student coachable? Is he or she a good teammate? Can he or she be counted on to do the right thing, even when no one is watching? These are some of the first questions we get from college coaches. They want to recruit players who work hard, do the right thing, have a good attitude and look out for others.

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**THE PROCESS STARTS NOW!** – Set up an appointment with your student’s high school counselor. She can help you set up a plan to take the right courses, register with NCAA, and show you how to complete all steps necessary to allow your student to be eligible.

Visit: [www.powayusd.com/pusdmchs/counseling](http://www.powayusd.com/pusdmchs/counseling) for contact info for MCHS counselors.

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**MT. CARMEL SUNDEVILS**
**Sundevil Way**

**Performing Arts**

Mt. Carmel has a respected history of fine performing arts programs. These programs have courses during the school day as well as a full practice schedule outside of the school day. You may see your counselor or contact the program contacts directly regarding the programs. Look in the club section for other students that get together to practice/perform their form of art.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Contact: Garry McPherson</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Band, Color Guard,</td>
<td><a href="mailto:gmcpherson@powayusd.com">gmcpherson@powayusd.com</a></td>
</tr>
<tr>
<td></td>
<td>Orchestra, and Jazz</td>
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<tr>
<td></td>
<td>Choir</td>
<td>Contact: Marti Martinez</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:mmartinez@powayusd.com">mmartinez@powayusd.com</a></td>
</tr>
<tr>
<td></td>
<td>Dance Troupe</td>
<td>Contact: Laurel Iannuzzi</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:mcdancetroupe@yahoo.com">mcdancetroupe@yahoo.com</a></td>
</tr>
<tr>
<td></td>
<td>Drama</td>
<td>Contact: Stacy Walker</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:Swalker@powayusd.com">Swalker@powayusd.com</a></td>
</tr>
</tbody>
</table>
Our Associated Student Body (ASB) is our student government organization. Students participate in either school-wide or grade-level governing bodies that include both elected and appointed positions. Students in ASB are also part of a Leadership course during the school day. ASB governs and administers student clubs. Student Clubs offer other leadership opportunities, both in the club governance and in the Inter-Club Council.

**Elections for Freshman President and Vice President** are held in the opening weeks of school. If you would like to apply, stop by the A.S.B. room and pick up a packet. Applications for all other positions come out at the end of February. There are 30 different positions that are either elected by the student body or are selected by the A.S.B. executive council.

There are more than 30 sports and organizations to choose from. Over 800 students were involved in our Athletics program last year and over 400 were involved in the Band, Choir, Color Guard, and Drama. School is more fun when you participate!

There are over 50 clubs open to all students on campus. If you can’t find one that you are interested in, you can start your own. Look for the application packet on our website. Go to the Programs tab and then click on ASB to find the packet. Get involved!

I suppose leadership at one time meant muscles; but today it means getting along with people

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Do you want to know who you are? Don't ask. Act! Action will delineate and define you.

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The Red Sea is our student fan section and is open for everyone! They are most visible at our football and basketball games, but also attend other sports and performing arts events. The tradition is to wear red, bring a friend, sit together, and support Sundevils performing!

All students are given a red Sundevil shirt! Every Friday you should wear school colors. Some Fridays are ‘Red Out’ days, so listen to announcements and have your red on!
Sundevil Way
Community Service

High Schools have a close relationship with their community. Mt. Carmel is not an exception. We rely on our community to support our programs, provide opportunities for kids, and to create a positive climate to live and learn. It is vital that Mt. Carmel students seek to be positive members of the community, for the good of the student and for the good of all in the community.

Preparation for career and college includes community service. Community service makes you more competitive in getting into your dream college, and it is a requirement for 12th grade civics courses. But don’t wait until you are a senior—find your passion for volunteering today!

In this section you will find a list of reasons why volunteerism is good, a description of clubs on campus which have a mission around community service, and a short list of organizations not affiliated with school that you may contact if you would like to volunteer. Your counselor or Student Services can also help.

Top 10 Reasons to Volunteer
#10: It's good for you. It reduces stress and takes your focus off yourself.
#9: It saves resources. The estimated value of a volunteer's time is $15.99 per hour.
#8: Volunteers gain professional experience.
#7: It brings people together.
#6: It promotes personal growth and self-esteem.
#5: Volunteering strengthens your community.
#4: You learn a lot.
#3: You get a chance to give back.
#2: Volunteering encourages civic responsibility.
#1: You make a difference.

(Adapted from UCSD’s publication on Student Involvement)

MC Clubs That Support Community Service

Key Club: Key Club is sponsored by Kiwanis and is an international student-led organization which provides its members with opportunities to provide service, build character and develop leadership. Debbie Stenger is the staff advisor. Look for announcements for meetings or go by J2 and ask Ms. Stenger about becoming involved.

Interact Club: Interact is sponsored by Rotary and gives students ages 12-18 the chance to make a real difference while having fun. Every Interact club carries out two service projects a year: one that helps their school or community and one that promotes international understanding. Ms. Muslusk is the staff advisor and can be found in U1. Announcements are made to students about meetings.

Friendship Club: Friendship Club seeks to assist students with special needs integrate socially into the school community, but has become a place for all students to meet with other Sundevils, with and without disabilities. Look for announcements or see Ms. Okleshen in H6.